**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher:** | | **Grade: 1st Grade** | | | **Date(s)**: Sept. 18th-21st (Day 16-19) |
| **Unit Title:**  “Wanted! A few good friends” | | | **Corresponding Unit Task: 5**  **Creating a Digital Memory Book** | | |
| **Essential Question(s): How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? Why is it important for us to give others the opportunity to speak when we are sharing ideas? How do illustrations help good readers locate and remember the important details in a story? How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understanding?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Computer (power point)**  **Pencil**  **Paper** | | | | **Author**  **Capitalization**  **Illustration**  **Punctuation**  **Characteristics**  **Describe** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing-Second**  **Standards: W.1.1, W.1.5, W.1.6, W.1.8**  **I Can Statement(s): I can write a complete sentence, use correct capitalization, and punctuation.**  **Instructional Plan: Each student will be asked to choose three of the characteristics of good friends that describe them. Example: My name is\_\_\_\_\_\_\_, I am a good friend because I am\_\_\_\_\_\_\_\_\_, I am also \_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_. The teacher will introduce language and grammar conventions (correct use of capital letters and periods, capitalizing a person’s name, capitalizing the pronoun “I” and proper spacing between words). Students will continue to complete writing prompts/story frame throughout the year to complete their memory book.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study-First**  **Standards: L.1.2**  **I Can Statement(s): I can review previous vocabulary words.**  **Instructional Plan: Teacher will review environmental words and previous studied words appropriate for this lesson.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening-Third**  **Standards: SL.1.1, SL.1.5, SL.1.6**  **I Can Statement(s): I can use good listening skills as my teacher models active participation.**  **Instructional Plan: Students will share their writing with a partner. Students will repeat several times to practice oral reading skills. Teacher will explain that they will be creating a memory book using PowerPoint that they will share with others at the end of the year. Students will go in the computer lab twice a week and work on creating slides for the PowerPoint presentation. After the writing part is complete students will start putting their books together. Teacher will model how to create a PowerPoint and students will edit with teacher support.** | | | | |
| **Closing/Summarizing Strategy** | **We will revisit the “I can statement”. The teacher will ask questions: 1- How can you be a good citizen? 2- What is one right that you have? 3- How can you show respect for others?** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **At home students will think of the word friendship and write down what comes to mind and will create a collage using pictures/words from a magazine.** | | **Struggling readers/writers will dictate their responses to the teacher when completing their story frame.** | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Dibels, independent practice, and summary of following rules. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*